

English

WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students' work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary in terms of how much time was available to complete the task or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

THIS PORTFOLIO – YEAR 5 ENGLISH

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1	Written narrative – What a mess
Sample 2	Written procedure – Tying shoe laces
Sample 3	Written narrative – In the box
Sample 4	Written informative text – Watermelons
Sample 5	Imaginative verse – The man of the future
Sample 6	Reading response – Questions and answers
Sample 7	Persuasive text – Election speech

This portfolio of student work shows an understanding of how characters, settings and events are developed through images and language features in both the creation (WS1, WS2, WS3, WS4, WS5) and interpretation of imaginative texts (WS6). The student demonstrates an ability to plan, draft, edit and publish a range of texts created for a variety of purposes (WS1, WS3, WS4, WS5) and uses appropriate grammatical features according to the purpose of a variety of informative texts (WS2, WS4).

The following aspects of the achievement standard are not evident in this portfolio:

- *explain how text structures assist in understanding the text*
- *describe how settings in texts are depicted and explain their own responses to them*
- *listen and ask questions to clarify content*
- *make presentations and contribute actively to class and group discussions, taking into account other perspectives.*

English

Work sample 1: Written narrative – What a mess

Relevant part of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students had been exploring how narratives, while entertaining, can contain a moral message. They examined a number of texts looking at the moral messages that were implicitly interwoven into the text. As a whole class they listed some themes that related to their lives. Students were then asked to write a narrative which contained a moral message. There is a first and final draft of the text.

English

Work sample 1:
Written narrative – What a mess

Annotations

Edits writing, selecting terminology for improvement.

Edits text to improve sequencing, for example 'A few minutes later' replaced 'At Alex's house'.

Improves the moral insight through the use of more clearly stated internal dialogue, for example 'I guess I won't be messy anymore'.

What a mess

One day Jake went to the ^{Shop} ~~supermarket~~. Jake was a medium-sized boy with brown hair and green eyes. He was very messy and liked to mess things up on purpose. He was going to ^{the shop} ~~supermarket~~ to make a big mess. There was a giant stack of cans near the front of the shop. He walked up and pulled out the can at the bottom of the pile. The cans fell down and food spilled everywhere. He walked off, satisfied. He got back home and walked up to his room. There ^{in the house} ~~empty coke cans and~~ crunched-up balls of paper everywhere. He was about to start playing his DS when his mom came into the room. "Jake! Clean your room now!" she yelled. "Fine..." he muttered. He began to pick up cans and paper. But the moment his mom left, ~~he~~ ^{he} threw them ~~all~~ ^{back} down again. Suddenly, his phone rang. He picked up. It was his friend, Alex. Alex ~~invited Jake over to his house.~~ ^{called him on the phone.} So Jake got up and left the house. ^{minutes later} ...walked over and...

* At Alex's place, they were watching a movie. It was about how people shouldn't make a mess. Alex had chosen it because he wanted his friend to be less messy. ^{A few mins later...} The movie said that in a few hundred years ~~here~~, the world could become a massive dumpsite. Jake looked surprised when the movie ended. He thanked Alex and went back home.

At home, he immediately began to clean up his room. His mom was amazed. She thanked Alex for the idea. Jake also went to clean up the mess he had made at the shop. "I guess I'll never make such a big mess again," he said.

The End

English

Work sample 1: Written narrative – What a mess

What a mess

One day Jake went to the shop. Jake was a medium-sized boy with brown hair and green eyes. He was very messy and liked to mess things up on purpose. He was going to the shop to make a big mess. There was a giant stack of cans near the front of the shop. He walked up to the stack and pulled out the can at the bottom of the pile. The cans toppled down and food spilled everywhere. He walked off, satisfied. He got back home a few minutes later and walked up to his room. There were empty coke cans and scrunched-up balls of paper everywhere. He was about to start playing his PS when his mom came into the room.

"Jake! Clean your room now!!" she yelled.

"Fine..." he muttered. He began to pick up cans and paper. But the moment his mom left the room, he threw all the rubbish back down again. Suddenly, his phone rang. He walked over and picked it up. It was his friend, Alex.

"Hi Jake! Do you want to come over to my house soon?" Alex asked casually.

"Sure, I'll be there in a few minutes," Jake replied. He hung up and walked over to Alex's house.

A few minutes later, Jake was at his friend's house. They were watching a movie. It was about how people shouldn't make a mess. Alex had chosen it because he wanted his friend to be less messy. The movie said that in a few hundred years, the world would become a massive dumpsite. Jake looked surprised when the movie ended. He thanked Alex and went back home.

At home he immediately began to clean up his room. His mom was amazed. She thanked Alex for the idea. Jake also went to clean up the mess at the shop.

"I guess I won't be messy anymore!" he said.

Annotations

Leads the reader towards the resolution through effective use of sequenced events.

Uses action and speaking verbs to develop character, for example 'muttered', 'yelled', 'threw'.

Uses extended noun groups/phrases to develop descriptions, for example 'a medium-sized boy with brown hair'.

Uses a variety of sentence structures including complex sentences to connect ideas with subordinating conjunctions, for example 'because' in the sentence 'Alex had chosen it because he wanted his friend to be less messy'.

Consistently spells accurately, for example 'massive', 'muttered' 'scrunches'.

Uses vocabulary for precision, for example 'toppled', 'scrunches-up'.

States the moral message implicit in the text using a reflective statement by the main character, for example 'I guess I'll never make such a big mess again'.

Uses a variety of sentence beginnings to assist the unfolding and development of text, for example 'One day...', 'At Alex's...' ('A few minutes later...') and 'At home...'.

Uses a variety of punctuation conventions to add meaning to the text, for example speech marks and points of ellipsis ('Fine...').

Annotations (Overview)

This work sample demonstrates the student's ability to draft and publish an imaginative text that explores a challenging issue, such as, personal and societal responsibility. The student has attempted to write a text with an ethical viewpoint, explained through a character's change in belief and actions. The student also utilises the traditional narrative text structure, such as an introduction, a series of events with complications and finally a resolution.

Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 2: Written procedure – Tying shoelaces

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

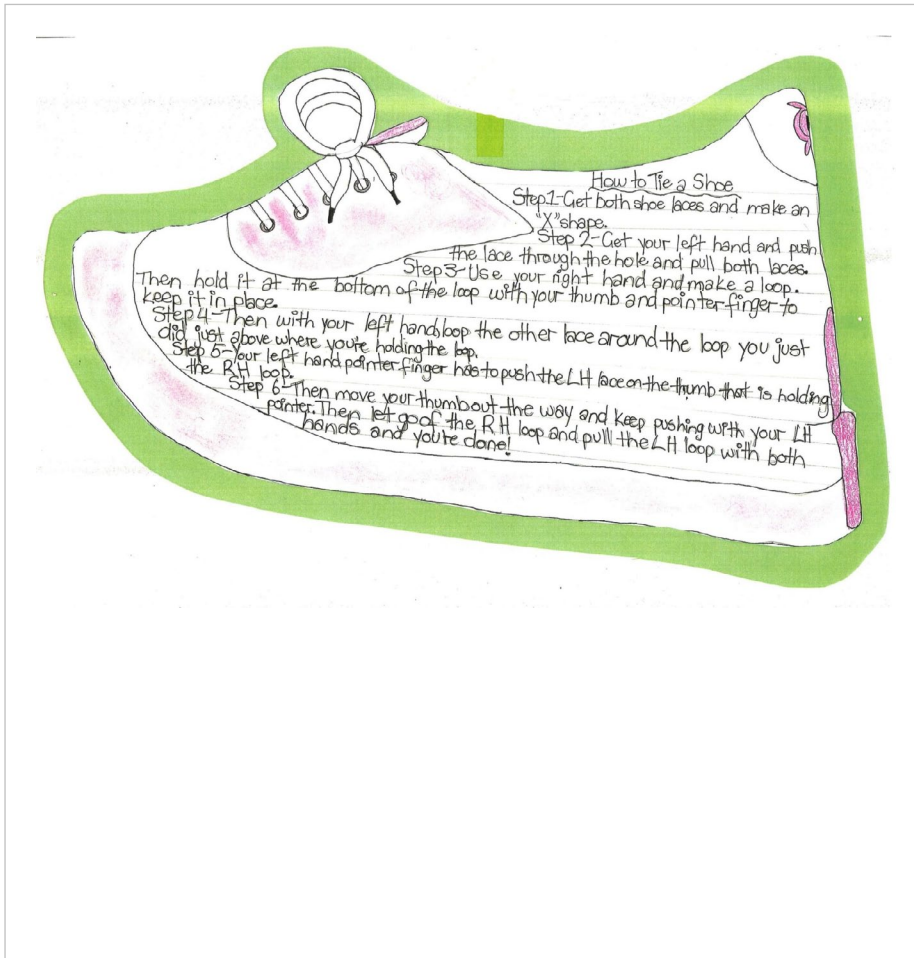
Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students were asked to write a sequenced instructional text on how to tie a shoelace. They were reminded that each step in their procedure should contain an action verb. They were provided with a picture of a shoe on which to write their instructions. They completed the first draft in 20 minutes. This is the edited and published version.

English

Work sample 2: Written procedure – Tying shoelaces



Annotations

Creates an instructional text and uses appropriate tone to address the audience, for example 'and you're done'.

Uses clauses linked by conjunctions to create compound sentences to state steps clearly, for example 'Use your right hand and make a loop'.

Uses verbs, usually at the beginning of a sentence to indicate action, for example 'Get'.

Uses noun groups/phrases to provide fuller descriptions, for example 'both shoe laces', 'your left hand', 'pointer finger'.

Accurately uses specific vocabulary to achieve precision of meaning, for example 'make a loop'.

Uses prepositional phrases to make instructions explicit, for example 'with your thumb', 'through the hole'.

Uses known words, base words, prefixes and suffixes to spell accurately for example 'thumb', 'you're', 'around' and 'pointer'.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 3: Written narrative – In the box

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students were asked to write a narrative titled 'In the box', based on pictures of an ornate box as a stimulus. This included:

- developing a story map detailing the generic structure of a narrative (orientation, complication, resolution) in preparation for the written narrative
- writing an imaginative narrative to entertain using appropriate textual and language features.

English

Work sample 3: Written narrative – In the box

IN THE BOX!!

"Got ya you little rascal," growled the dog catcher as he shoved the puppy into a cage. The puppy started to cry "be quiet you little mutt," shouted the dog catcher. The dog catcher shut the car boot and jumped into the driver seat and drove away into the distance.

"Can I please have a dog?" asked Lily. "No, not unless you pay for it yourself," said Dad. Lily stormed off into her room and sat on the bed. The sun was setting quickly. Soon it would be dark. Lily quickly put on her coat and packed some of her favourite things. She quickly snuck out the back door.

Annotations

Uses a graphic organiser to plan the writing of an imaginative text.

Identifies the planned structure of the text, the characters accompanied by some characterisation, and events to be included in the text.

Writes a story using narrative structure, however, experiments with the typical structure and begins the story with the 'problem'.

Uses dialogue in the initial sentence to engage the reader.

Provides fuller descriptions through the use of noun groups/phrases, for example 'you little rascal'.

Uses a range of language features including dialogue and action to establish a strong main character.

English

Work sample 3: Written narrative – In the box

Scamp started chewing the lock. CREAK the door swung open. He quickly climbed out. The stupid dog catcher had left the boot keys in the boot. Scamp stepped on the button and the boot swung open. He jumped out. He asked himself one question where was he going to live? The first thing he saw was a box the perfect size for a bed. He crawled in and went to sleep.

Lily kept walking. She wasn't going to give up now. Lily saw a box on the side of the path. It was wobbling side to side. She walked over and opened the box. There slept the cutest puppy she had seen. She picked up the box and carried it home. She knew it was wrong but she couldn't resist.

Lily hoped her dad would be upstairs but unfortunately he wasn't. When Lily walked through the door her dad was sitting at the table with his head in his hands and a laptop in front of him. The good thing was he hadn't noticed Lily had been gone. "What's in the box?" asked Dad. Just then the puppy poked his head up. "What is that?" shouted Dad. Lily answered as quickly as she could. "It's a dog." Lily knew what her dad would say so she quickly added, "I bought him." She knew her dad would find out sooner or later but for now it was a secret.

Two weeks later... Dad found out. "You can't just steal a puppy off the street" screamed Dad. "But he was homeless!" cried Lily. Dad finally gave in and let Lily keep him.

The end

calmly and cold

Now Dad spoils Scamp more than Lily does.

Annotations

Applies understanding of literary technique authors use to engage the reader, for example 'creak'.

Attempts to use imagery to develop setting, for example 'the perfect size for a bed'.

Uses vocabulary to express precision of meaning, for example 'wobbling from side to side'.

Uses a variety of sentence structures ranging from simple and compound to complex to develop and expand ideas.

Edits writing for accuracy and to improve the storyline by changing or adding detail.

Controls punctuation such as the apostrophe of contraction, the possessive apostrophe and capital letters for proper nouns.

Annotations (Overview)

This work sample demonstrates understanding of the structure and features of a narrative text. The student experiments with the typical structure and innovates the order of the events effectively. The characters are developed through dialogue and the careful selection of verbs such as 'screamed'. The work sample provides evidence of planning, editing and attention to paragraphing, punctuation and spelling.

Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 4: Written informative text – Watermelons

Relevant part of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

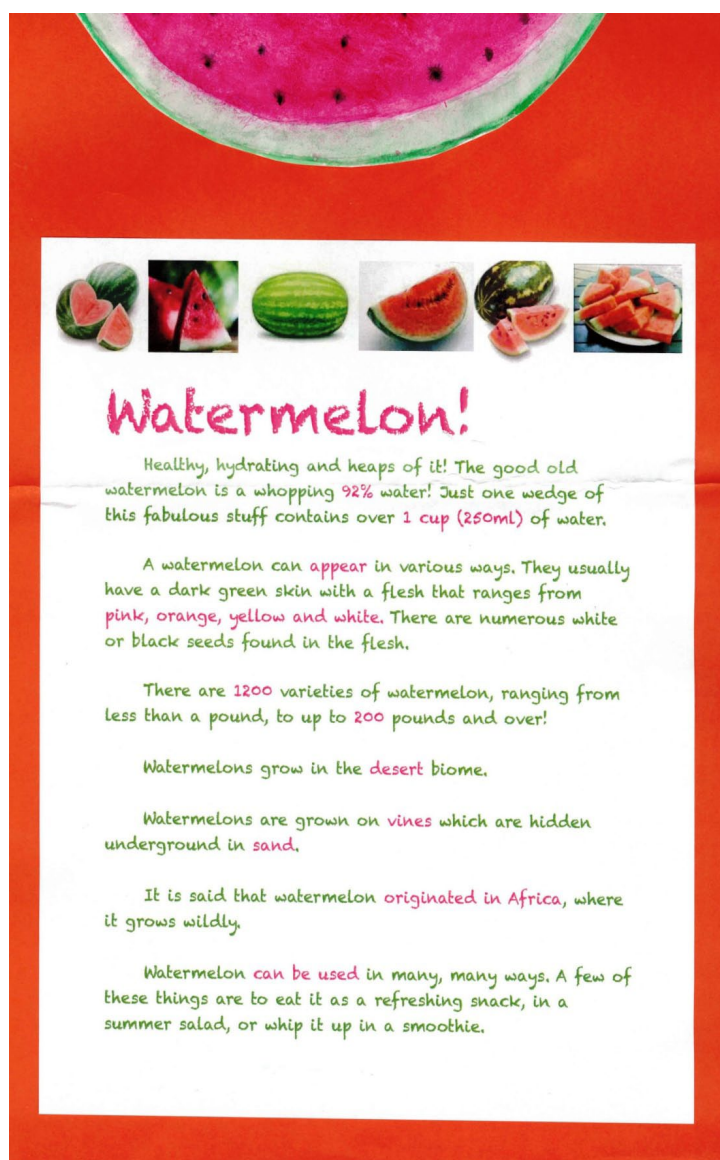
Summary of task

Students were asked to research and write an informative text on a fruit of their choice for publication in a health magazine. They:

- conducted research to locate information on a fruit's composition, origin and growing environment
- wrote an informative text (taking into account audience and purpose)
- used ICT to present their information combining text and graphics.

English

Work sample 4: Written informative text – Watermelons



Annotations

Uses expanded noun groups/phrases to provide fuller descriptions, for example 'a dark green skin', 'numerous white and black seeds'.

Uses accurate punctuation.

Uses language features such as vocabulary and sentence structure to establish an informal tone similar to an advertisement, for example 'Just one wedge of this fabulous stuff contains over 1 cup (250ml) water.'

Uses a range of vocabulary to express greater precision of meaning, for example 'hydrating'.

Constructs complex sentences with main and subordinate clauses to develop and expand ideas, for example 'Watermelons are grown on vines which are hidden underground in sand.'

Spells accurately using known words and knowledge of base words, prefixes and suffixes.

Annotations (Overview)

This work sample demonstrates an informative text which has been planned, drafted and edited prior to publication. The student has used software programs to edit and publish written text and place visual elements imaginatively to suit a particular purpose and audience.

Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 5: Imaginative verse – The man of the future

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students read a poem using a framework 'I am...' to begin each stanza. As a class they adapted the framework by revising the first lines of each stanza. Students were asked to write a poem using the revised framework. Using this framework, the students worked in pairs to create a joint poem before writing their own poem. They edited their work with peers before publishing their poems.

They were asked to write between 2–10 lines under each of the following first lines for each stanza.

- I am a child
- I am all I hear
- I am all I feel and taste
- And all I remember
- I am all I have been taught
- I am all I think and dream
- I am all those things like
- Because I am the Man/Woman of the Future.
- Students were asked to draft and publish their poem.

English

Work sample 5: Imaginative verse – The man of the future



Annotations

Writes a poem connecting to self that explores attributes, experiences, understandings and thoughts, for example 'The praise 'you are great' after a musical performance'.

Uses language features appropriate for a poetic text.

Uses noun group/phrase to provide descriptions, for example 'my dad's blue eyes'.

Joins clauses to develop and expand ideas, for example 'I am all I think and dream'.

Uses the lead line and subsequent lines to develop ideas, for example 'I am...'.

Uses precise vocabulary to develop ideas, for example 'musical abilities', 'dinosaur bones'.

Uses imagery including metaphor to develop a picture of the poet, for example 'I am ... an unopened book waiting on the shelf'.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 6: Reading response – Questions and answers

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students, in pairs, read an excerpt from the text *Avalanche*. After reading and discussing the text, they were asked to generate a small number of open style questions for their classmates based on the text. The students then presented the questions and answers to the class to check that the questions were based on the text and the answers were correct. A class discussion was held about both the quality of the questions and the answers. The following work sample is illustrative of individual student's work in posing and answering the questions.

English

Work sample 6:
Reading response – Questions and answers

Text excerpt: Avalanche



stricken—hit, wounded

One moment the village was safe and sound and fast asleep. The next, a great hole was torn in it. Part of it was still buried so deep in snow and wrapped in such deceptive silence that an onlooker would never have guessed the terrible thing that had happened. But part of it, even beyond the path of the avalanche, had houses blown down by blast, walls swept away, shutters and window frames ripped off and smashed. In an instant gaping black holes had been gashed in the white village and a white shroud of snow spread over its heart, just where Mr Baumgarten's office, the baker's shop and Gurtneili's café stood clustered round the pump. The shattering blow which made everything that could split, burst, crack or smash fly to pieces with terrific force was followed by a minute or

two of sinister silence. Then voices began to call. A woman screamed, one or two children cried, men's voices sounded harshly near at hand and further away. The alarm bell began to ring—a menacing sound above the **stricken** village. But it could not be Altschwank ringing the bell. His house lay buried.

Oil lamps were lit in houses here and there, light shone through cracks and through the patterns cut in the shutters. Men with lighted torches clambered over the shapeless mounds of snow, which were strewn with wreckage. More and more people started calling to each other. There was a sound of hysterical sobbing. Men shouted orders to each other. The dim beams of electric torches were pointed helplessly at the huge, misshapen masses of snow from which protruded broken bits of wood, smashed crockery, the wheels of a pram, the leg of a chair, torn rags of stuff and ripped-off pieces of balcony. It was a chaotic sight which struck people speechless as they looked at it. One of them sobbed. Most of them stood about dumbly in the flickering light of the torches.

The avalanche from the Kühelihorn had taken a totally unexpected route, one which it had never followed before. It had struck the centre of the village, the very place where people believed themselves safest: where Werner Altschwank and his parents lay asleep, where Bartel Gurtneili was dreaming of a chessboard that he must clear of snow.

English

Work sample 6: Reading response – Questions and answers

Questions	
1.	How would Bartel feel after being found?
2.	How might the village people start to fix the village?
3.	Who will hear the people screaming or crying?
4.	^{what} How would the force of the avalanche feel like?
5.	Why might the men start shouting orders to each other?
Answers	
1.	Bartel would feel excited that someone had found him.
2.	I think they could get people to dig instead of ^{doing} their jobs.
3.	People in the village would hear them screaming or crying.
4.	It would feel scary if an avalanche came through the village.
5.	They would shout orders to each other because they can save people.

Annotations

Student 1 - Questioner

Uses comprehension strategies as the basis for questions including making inferences when interpreting text.

Uses information drawn from reading to construct questions.

Understands specific vocabulary, for example 'stricken village', 'strewn with wreckage' and 'chaotic sight'.

Edits text using own spelling knowledge and references the text when spelling unfamiliar words for example 'Bartel'.

Student 2 - Responder

Uses comprehension strategies to analyse and link ideas in a text.

Uses information drawn from reading when answering questions and making predictions.

Creates a complex sentence, when incorporating the question posed into to the response, for example 'Bartel would feel excited that someone had found him'.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 7: Persuasive text – Election speech

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

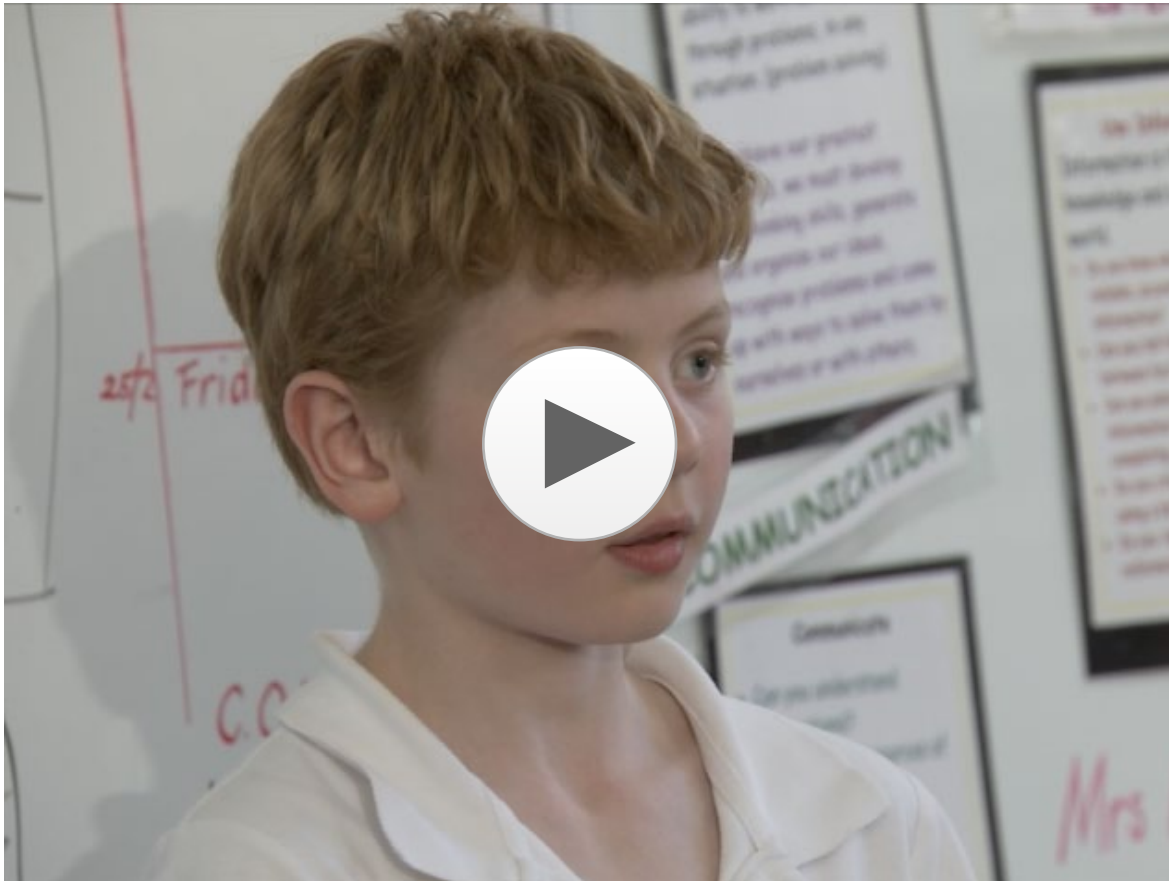
Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students participated in delivering a formal speech as part of the school's annual elections for membership of the Student Representative Council (SRC). The audience was Grade 5 students, teachers and principal. The students worked in pairs to prepare and practise the writing and delivery of the speeches.

English

Work sample 7: **Persuasive text – Election speech**



Annotations

Acknowledgment
ACARA acknowledges the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.